



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

## THE FUNCTION OF LATIN IN THE SECONDARY CURRICULUM

---

By MASON D. GRAY  
East High School, Rochester, N. Y.

---

It is a reasonably safe assertion to make that every subject in the secondary schools is being scrutinized today as never before as to the justification for its existence. The question is being asked more and more insistently and uncompromisingly of every subject, "Precisely what function does it seek to perform, is that function actually performed, and is it worth while?"

Latin offers no exception to this general tendency. It cannot escape making an answer to this question, even if it would. And there are encouraging indications that much of the self-examination to which the teaching of Latin is now subjecting itself does not spring mainly from motives of self-defense, but from an honest determination to be absolutely sincere with itself and with the 500,000 pupils who are now studying Latin in the secondary schools.

More significant still is the pragmatic note that is growing stronger and stronger in the discussions as to the function of Latin. With constantly growing persistence there is linked to the question, "What are the aims of Latin?", the still more vital questions, "Are these aims worth while for our half million pupils?" and "What are we doing to make sure that these aims are actually being realized?"

Obviously the first step in such a self-analysis is a definition of aims.<sup>1</sup> The decisive factor in constructing a course in Latin or in any other subject is the ultimate aim and purpose of the course, the goal proposed.<sup>2</sup> That there is still wide divergence among

<sup>1</sup> The writer is chairman of a committee appointed by the Educational Department of New York State to propose a syllabus in Latin for the Junior High Schools of the state. A large part of this article is taken directly from the preliminary report of that committee.

<sup>2</sup> Raymond A. Kent, (*School Review* V. 27, no. 3, p. 185, March 1919).

teachers of Latin as to what the controlling ends of Latin study are, will be readily apparent to any one who reviews the literature of the subject for the last five years. It is not the primary purpose of this article to attempt a definition of aims, but, if possible, to go one step further back and propose certain cardinal principles which the writer believes should guide us in determining what the legitimate aims and ends of Latin are.

The first cardinal principle, the validity of which is susceptible to almost mathematical demonstration, is that Latin should be studied not as an end in itself, but as a means to specific, definable, and attainable ends.

By "Latin as an end in itself" is meant that view which conceives the primary purpose of the study of Latin to be the acquisition and retention of the language as a language, for the sake of those remoter ends which are contingent upon such knowledge, such as the understanding of the content of the authors read in school, the power to read and appreciate the masterpieces of Latin literature, the ability to use the language as a professional tool in historical research, etc.

This view conceives of the study of Latin as an *art*,<sup>1</sup> and its validity must be subjected to the same tests as would be applied to the legitimacy of the claim of any other art, viz., "Is the art actually acquired and, if so, does it function as an art?"

I do not believe that the proponents of this view would be willing to defend the status of Latin as an art upon the content value of the actual authors read in school or would urge that the content of Caesar and the actual reading of four books of Caesar would justify the expenditure of two years, if the art ceased to function at that point. Nor would they care to justify an additional year on the basis of content of Cicero or a fourth year on

<sup>1</sup> J. C. Chapman, The Function of Latin in the Curriculum (*Educational Review* V. 53, p. 484).

Benjamin L. D'Ooge, "The First Year of Latin" (*The American Schoolmaster*, Vol. 5, no. 8, p. 352, October 1915).

W. H. Fletcher, The Translation Method of Teaching Latin (*Journal of Educational Psychology*, V. XI, no. 1, January 1921, pages 8, 9).

M. A. Leiper, "What Latin in the Second Year?" (*Classical Journal* V. 7 no. 6, p. 243, March, 1912).

the basis of the thought content of Vergil. Their defense of Latin as an art is based upon the assumption that permanent command of the language is acquired precisely as the art of playing a musical instrument is acquired and with the same object, viz., the subsequent use or enjoyment of the art. But how long would the study of the piano, for example, retain its present enormous numbers of devotees, if it were known and understood that upon the termination of the last formal lesson the actual practice of the art would cease? But is not that precisely the incontrovertible fact regarding the students of Latin? Is it not true that even assuming that they gain an actual reading power over the language, the last assigned lesson in the last Latin course constitutes for the vast majority their last practice in the art. But continued use of an art is the only justification for its acquisition. If, therefore, we subject the claim of Latin to be studied as an art to this perfectly legitimate test, the fallacy of the claim is readily apparent.

All this is on the assumption that the ability to read Latin is actually acquired. But that the great majority (probably 99 per cent) of the half million<sup>1</sup> pupils now studying Latin in our secondary schools will never learn to read Latin in any real sense of the term is an obvious fact, too patent to require demonstration, and one that has supplied the enemies of the classics with the greater part of their ammunition.<sup>2</sup> It is therefore particularly to be regretted that the position of classical teachers upon this issue should be in any respect ambiguous or lacking in that candor and intellectual honesty which should characterize their views.

Thus neither on theoretical nor on practical grounds can the study of Latin as an end in itself, as an art, be justified. While it is a legitimate goal for a very small percentage of those now studying Latin, it can not be accepted as a primary justification for maintaining Latin in its present position as an essential element in the curriculum of our secondary schools.<sup>3</sup>

<sup>1</sup> Report of United States Commissioner of Education 1916, V. 2, p. 487-89.

<sup>2</sup> See "Latin in the Secondary Schools," A Study of Ability in Latin, H. A. Brown, State Normal School, Oshkosh, Wis.

<sup>3</sup> J. C. Chapman, *Educational Review*, V. 53, p. 484, well expresses this point. "To suppose for one moment that a subject should be kept in the general curriculum

My first cardinal principle, therefore, maintains that the legitimate ends of Latin study are those which can be realized pari passu with progress in the subject, and which continue to function after any capacity to read Latin has been lost.<sup>1</sup> This does not mean that the few who will specialize in this field and gain a mastery of the language will be sacrificed or even handicapped by such a program. It is confidently believed that the program proposed for the great majority will be found the best basis for those also who are to pursue their classical studies further and become, as always, the leaders in the realm of thought and literature.<sup>2</sup>

Many advocates of Latin frankly admit the justice of this contention with as little hesitation and regret as its enemies exhibit in bringing it, and repudiate entirely the theory that Latin should be taught for the sake of Latin.<sup>3</sup> Others still advance the independent value of Latin as the primary aim, thus, in the opinion of the writer, playing directly into the hands of their opponents, while still others, although urging other values for Latin, are still more or less under the influence of the traditional theory. They neither explicitly accept nor reject the independent value of Latin and accompany their declaration of position with reservations that may be variously interpreted.

---

because a few will eventually reach the stage where they have true literary appreciation of the Latin language, is to overlook wantonly the fundamental policy of education. Not one person in a thousand that begins the study of Latin ever carries it to the stage necessary for such appreciation. *Let us clear our minds of cant with regard to the issue and recognize that the percentage would be very small.*

<sup>1</sup> Walter E. Foster, Preliminary Report of the Committee on Ancient Languages (Bureau of Education Bulletin, 1913, no. 41, p. 35).

<sup>2</sup> H. R. Wallin, The Latin of Tomorrow, *CLASSICAL JOURNAL*, V. 12, no. 8, p. 539, May 1917.

<sup>3</sup> A. R. Wallin (*loc. cit.* p. 536-539).

Stuart P. Sherman, English and the Latin Question (School and Home Economics, April 1912).

Arthur Tappan Walker, Caesar or a Substitute (*CLASSICAL JOURNAL*, V. 7, no. 6, p. 239, March 1912).

Kirkland (Proceedings of N. E. A. 1910, p. 497) says:

"We must reckon, however, with certain hard facts; the most important of these is that the majority of the students who begin the study of Latin in the United States any given year will not go far enough to learn much Latin."

Charles H. Judd, *Psychology of High School Subjects* (p. 423).

The second cardinal principle, the acceptance of which I should like to urge upon my readers, is that whatever are determined upon as the specific aims of Latin, practical, disciplinary and cultural, should become forthwith the determining factors in the selection of material and in the choice of methods. In this respect comparatively little progress has been made.<sup>1</sup>

Our teaching of Latin today is, generally speaking, hardly less completely an expression of the rejected ideal of Latin as an end in itself than it was before that ideal was challenged.<sup>2</sup> It is, in fact, a curious anomaly that with the general recognition among secondary school teachers that the aims of Latin should be restated in terms of modern life with strict intellectual honesty, there has nevertheless been persistently associated an unshaken confidence that somehow or other whatever are stated as the aims of Latin are automatically secured through its study.<sup>3</sup> The view here criticized may fairly be said to represent the point of view implicit in the elaborate defences of Latin and Greek that have appeared in recent years in which little or no indication is given that to secure the values described demands anything else than the teaching of Latin.<sup>4</sup> The writer's position on this issue will be clear from the following quotation taken from the "Suggestions to Teachers" which he prepared in 1914 in connection with the preliminary training course for junior high school teachers of Latin in Rochester, N. Y.

<sup>1</sup> Bobbitt, What the Schools Teach vs. Might Teach (Cleveland Educational Survey, page 96).

<sup>2</sup> B. L. Ullman, Latin of the Future (*CLASSICAL JOURNAL* V. 14, no. 3, p. 310).

Walter E. Foster (*loc. cit.*, p. 36).

J. C. Chapman (*loc. cit.*, p. 484, 485, 488).

H. C. Nutting, General Discipline and the Study of Latin (*School and Society*, V. 5, p. 262, 1917).

<sup>3</sup> Charles H. Judd (*op. cit.*, p. 421). "Language, Literature or History," *Nation*, January 25, 1919, p. 112.

Kennedy, Theory and Verification (*School and Society*, V. 4, p. 279, August 19, 1916).

<sup>4</sup> Francis W. Kelsey, Latin and Greek in American Education (Macmillan Co., 1911).

Value of Classics, edited by Dean Andrew F. West (Princeton University Press, 1917).

Practical Value of Latin, Classical Association of the Atlantic States (1915).

Latin and Greek in Education, University of Colorado Bulletin, V. 14, no. 9.

"Why are we constructing our own lessons? Because in all the textbooks now available there is implicit the assumption that the values we have just analyzed are realized automatically. Despite vigorous efforts illustrated by articles, books, exhibits, etc., in large numbers to demonstrate the values of Latin, there is as yet perceptible but little tendency to modify methods or reorganize material on the basis of the potential values established. In fact, curiously enough, precisely the opposite tendency is seen in the textbooks now appearing which are becoming more and more narrowly a preparation for Caesar. That this implicit assumption, that the study of Latin will per se guarantee the realization of the values inherent in the subject is a fallacy, would seem to be self-evident. Name any one of those values and it can hardly be denied that Latin can be taught and in many cases is so taught as not to produce that value. It is against this doctrine of "automatism," so to speak, in theory so fallacious, but in practice so prevalent, that these lessons constitute a protest, but it is hoped, a constructive protest. . . ."

"The theory, therefore, upon which these lessons are constructed is that the values inherent in Latin can be realized only by means of lessons developed expressly to promote their realization and by making these aims the conscious and deliberate purpose of every recitation and of every assigned lesson."

The fallacy involved in the theory of automatic transfer, so far as the disciplinary functions of Latin are concerned, has in recent years been abundantly demonstrated by psychologists. It is not in point here to review the conflict over formal discipline since it was first challenged by Hinsdale in 1894.<sup>1</sup> It may safely be asserted, however, that belief in transfer among psychologists is now well-nigh universal, and that the conditions permitting effective transfer involve limited specific experiences, deliberately produced and consciously generalized, applied and tested. That automatic transfer does not occur to any appreciable extent is today the practically unanimous verdict.<sup>2</sup>

The position here maintained on this question has now been made orthodox by the final report of the Committee on Classical Languages of the Commission on the Reorganization of Secondary

<sup>1</sup> Hinsdale, Dogma of Formal Discipline (*Proceedings of N. E. A.*, 1894, p. 625).

<sup>2</sup> Alexander Inglis, *Principles of Secondary Education* (Chapters 11, 12).

Bagley, *Educative Process*, p. 216.

Judd, *op. cit.*, p. 420-424.

Thorndike, *The Psychology of Learning*, p. 358 and 421.

George M. Stratton, *The Mind as Misrepresented to Teachers*, *Atlantic Monthly*, April 1921.

Education, which should be studied carefully by every classical teacher.<sup>1</sup> This report says:

The committee suggests that teachers of Latin should be on their guard against: (1) expecting too much transfer; (2) expecting too little transfer; (3) expecting transfer to be automatic . . . . The committee further holds that in proportion as such potential values are consciously the aim of the work in Latin and consciously developed, in like proportion conditions are favorable to their realization as actual results of the work in Latin.

What is true of the general traits which are the concern of mental training is equally true of the associations which pupils must make in order to apply the concrete facts of the language to other phases of their life outside the Latin classroom. Latin words will not automatically develop the power to call up and explain derivatives based upon them. To recognize opportunities for application involves a capacity much greater than is involved in the acquisition of the original facts, and yet no teacher expects success in acquisition except as a result of daily persistent effort.<sup>2</sup> Still less can we expect application without an equally persistent training based on material carefully selected and based on methods aimed to awaken the capacity, not simply to make an application when a problem is given, but to recognize the opportunity when it presents itself. Then we may have some reasonable hope that these values will actually be realized in the later activities of life.

At present there is no proof that any one of these tangible values is actually a normal product of Latin study as at present organized. It is claimed, for example, that the study of Latin assists pupils in their spelling of English words. In the investigation of Dallam,<sup>3</sup> the coefficients of correlation in spelling were plus .09 for the non-Latin group, and only plus .04 for the Latin group, and instead of seeking in the methods used the explanation for the failure of transfer, Dallam argues that no transfer should

<sup>1</sup> United States Bureau of Education Bulletin (not yet published) quoted by Inglis.

<sup>2</sup> Charles H. Judd (*loc. cit.*) says: "Application is however a most difficult mental process and needs to be learned just as much as the original principle itself was learned."

<sup>3</sup> M. T. Dallam, "Is the Study of Latin Advantageous to the Study of English?" (*Educational Review*, V. 54, p. 502, 1917).

be expected in spelling. "Why should foreign languages help English spelling? . . . A philologist may know what changes should occur in letters where an English word is derived from Latin, but this is not possible for a student with only four years' training in a language."(!) But if a Latin pupil can not be taught to spell *separate* correctly during the first term, there is surely no other application within his powers.

Regarding English derivatives Archibald<sup>1</sup> declares, "It is only comparatively rarely, as the writer knows from written tests in a large number of first-class high schools, that the average student gains very much knowledge of English etymology from his study of Latin."

With regard to such a tangible value as the training in English involved in careful translation—a value estimated by Bennett as alone justifying the study of Latin—Mr. Foster in the Preliminary Report of the Committee on Classical Languages says: "It is one of the traditions of classical study that translation from Latin and Greek is a most valuable training in English expression. So far as the earlier years of secondary teaching are concerned, it is scarcely more than a tradition."

Regarding the effect of the study of Latin upon English vocabulary, Starch<sup>2</sup> concludes that "the differences between Latin and non-Latin groups are surprisingly small." The same investigator concludes that "the claim of language teachers, so commonly made, that beginners in French who have had Latin are much superior to those who have not had Latin . . . is ill founded."

With regard to grammatical knowledge and correct usage, Starch interprets his investigations as showing that, while foreign language study increases grammatical knowledge, Latin has no advantage over a modern language, and that neither Latin nor a modern language assists in establishing correct usage. Regarding English composition he believes that "the difference in ability is due practically entirely to a difference in original ability and only to a slight or no extent to the training in foreign languages."

<sup>1</sup> Herbert T. Archibald, (*CLASSICAL JOURNAL*, V. 9, no. 6, p. 265, March 1914).

<sup>2</sup> Daniel Starch, *Some Experimental Data on the Values of Studying Foreign Languages* (*School Review*, V. 23, no. 10, page 697-703, December 1915, and V. 25, no. 4, p. 243-48, April 1917).

Starch concludes that "the aid of one language in the study of another is only incidental and unimportant," but he adds the important reservation, which represents precisely my contention, "at least so far as present methods of teaching foreign languages go." It is unfortunate that Starch did not abide by the implications of this reservation, for he goes on to reject all possibilities of transfer, and returns to the old ideal of "Latin as an end in itself."

While certain of Starch's investigations indicate a slight superiority for Latin pupils, Inglis concludes that "little dependence can be placed upon the results, because they have failed to show whether that superiority was due to the effect of the study of Latin or to the fact that pupils of higher selection study Latin."

It might be added further that they do not furnish any basis for deciding to what extent the transfer was automatic and to what extent it was the result of conscious training. Since no mention is made of any difference, the classes investigated probably represented the normal type in which no conscious effort to secure transfer was made.

When, however, an investigation is carried out in classes where deliberate and systematic efforts are made to secure transfer, marked results are disclosed. Thus Mr. Perkins's experiments show conclusively that Latin **can** produce results capable of transfer, and confirm strongly our general position.<sup>1</sup> Mr. Inglis's criticism that Mr. Perkins's table "proves too much" is unfair and unscientific. The difference between the conclusive results of Mr. Perkins and the inconclusive results of Mr. Starch represents precisely the difference that might be expected between results aimed at and results accruing automatically.

Thus both *a priori* considerations and such data as are available give consistent support to the entire rejection of the automatic theory, and to the theory underlying the program here proposed that the capacities for service inherent in Latin furnish the criteria

<sup>1</sup> The experiment is described in three papers.

CLASSICAL JOURNAL, V. 10, no. 1, p. 7-16, October 1914, "Latin as a Vocational Study in the Commercial Course."

CLASSICAL JOURNAL, V. 8, no. 7, p. 301 ff., April 1913, "Latin as a Practical Study."

CLASSICAL JOURNAL, V. 12, no. 2, p. 131, November 1916.

for the selection of material and choice of methods. This is the position taken by an increasingly large number of classical teachers.

This principle obviously involves ultimately nothing less than the complete socialization of Latin and Greek, an ideal that at once proposes insistent and even revolutionary demands.<sup>1</sup> It demands that the material and the methods of our secondary Latin shall be selected solely on the basis of their capacity for entering into and interpreting the contemporary or subsequent intellectual environment of the pupil, with little or no reference to frequency of occurrence in Caesar. More specifically it demands that all the tangible facts of vocabulary, syntax, and inflection shall successfully meet the test of the widest applicability outside the Latin classroom.

It demands that, as application is always more difficult than acquisition, so **training in application** shall be an essential part of the methods included on the printed pages of our textbooks and inculcated by the teacher.

It demands that this ideal shall be the controlling factor from the first day in a Latin class, when the pupil should in the simplest possible ways be directed to his environment for his first lessons in both acquiring Latin and applying it, to the doctor's thesis.<sup>2</sup>

It demands that there shall be a corresponding reform in the training of Latin teachers, who should come to their professional work not only with a knowledge of their subject, but with what is equally important, a clear conception of the aims of Latin teaching and of the reasons that justify its presence in the curriculum, together with a thorough familiarity with the applications of Latin and a systematic training in the psychology of the particular subject.

<sup>1</sup> Henry Suzzallo, *Economy of Time in Education* (U. S. Bureau of Education, Bulletin 1913, no. 38, p. 31).

<sup>2</sup> The medieval ideal still insisted upon by the classical departments of this country, in the construction of doctors' theses, has been the chief stumbling block to the participation of the classics in the general scientific spirit of the age. It has forced into the hands of enemies of Latin investigations and experiments that should have been conducted by its friends. The opportunities for exact research upon vital questions involving the relation of Latin to modern social developments are now at this critical period thrown away in minute researches that express the very quintessence of the ideal of "Latin as an end in itself."

It demands finally—and this must ultimately be the most rigorous demand of all—that systematic investigations be carried out and exact measurements made in the whole field of transfer and application that an ultimate scientific basis may be secured for the determination of relative values.<sup>1</sup> <sup>2</sup>

In the discussion of this second principle there have really been two questions involved so closely related as to be inseparable. It is maintained in the first place that the actual facts to be included in the course whether pertaining to vocabulary, syntax, inflection, or the Latin sentence, should be admitted only provided they meet the test of expressing a fundamental aim of Latin or are indispensable to the teaching of something that does meet that test. In the second place, assuming that material has been selected which will permit the ends proposed to be attained, this material should be consciously and explicitly used to secure those ends. The values inherent in the material will not carry over automatically.

<sup>1</sup> There has been but one investigation worthy of the name, a thesis by Clarence L. Staples entitled "Professional Latin in Modern English: a Study of Educational Readjustment" (University of Pennsylvania, 1914). It will be observed that this thesis was presented in the department of philosophy and pedagogy and not in the department of the classics.

Staples has investigated one of the numerous problems involved in the proposed reform. He has compiled a list of 2,000 words used in modern science. He has, however, made no attempt to indicate relative values, and when he makes a selection he appears to beg the whole question with the remark, "The most useful of the words from the point of view of the completion of a beginner's book in practical Latin have been marked with an asterisk." No clue is given as to the basis of selection which is apparently wholly empirical and subjective. His compilation, however, offers a suggestion to classical departments for doctors' theses and is itself valuable raw material for future analysis. It is curious that his choice of the number 2,000 was determined by the corresponding number in Lodge's list, scarcely a scientific basis for a scientific investigation.

The need of such investigations is coming to be more and more widely recognized.

B. L. Ullman (*loc. cit.*) says:

"Further investigation concerning the Latin vocabulary most important for English is to be expected."

Suzzallo (*loc. cit.*, p. 51).

<sup>2</sup> Since this article was written an investigation which includes in its scope this vital problem has been initiated by the American Classical League with the support of the General Education Board.

Our third cardinal principle is that the work of any term should be determined not by the needs of those who will continue the subject through the following year, but by the needs of those who will not go beyond the work of that term, a group in many classes comprising approximately fifty per cent of the pupils. The present situation is precisely the reverse of this, and is the tangible expression of the college pressure which, however illegitimate it has come to be regarded theoretically, is still practically the dominant and controlling force in the teaching of secondary Latin. I am convinced that the course in Latin should be so organized that, while its cumulative capacity is fully recognized and maintained unimpaired, nevertheless a week, a month, a term, or a year of Latin should yield results in proportion to the time spent.<sup>1</sup>

My fourth cardinal principle is that there should be in the mind of every teacher an explicit consciousness of the values in Latin and that, so far as the developing powers of the pupils permit, they should also be made conscious of those values and of the relation of their specific tasks to the realization of those values. The pupil's conception of the value of Latin should begin the first day on a concrete basis, and should be gradually developed until it corresponds to the conception in the mind of the teacher. The following outline suggests what may ultimately be presented to the pupil and reflects our point of view in constructing the course. It will be observed that in this statement the cumulative argument for the study of Latin is inherent throughout.

#### WHY DO WE STUDY LATIN?

(In the form in which it might be gradually presented to pupils during the first year.)

"In studying Latin for the next four years of your course, you will devote more time to it than to any other single subject.

<sup>1</sup> Charles H. Judd, (*loc. cit.*, p. 225) says:

"Students certainly have a right to ask at the end of a year of work in any subject, that they carry away something that is of real importance in their intellectual development. Language teachers, accustomed to having a major place on the school program, are very intolerant of any suggestion that they ought to give the student something that is of real intellectual value in so short a period as a single year."

A natural and important question and one that every wide-awake boy or girl will sooner or later surely ask himself is, "Why am I studying Latin?" This question can be answered only by a careful analysis of the values that lie in this study. Consequently this question will be taken up from time to time during your course, and first one value and then another will be examined till you have gained a clear conception of precisely why you are studying Latin.

"This examination of values is not merely to satisfy your curiosity or to enable you to explain to others why you study Latin. It will assist you greatly in getting from the study of Latin the best results, for if you know precisely what you are after, you can set to work more intelligently and more directly to get out of the subject all there is in it for you.

"You could doubtless even now mention a number of valuable results that you have already recognized as arising from the study of Latin. If all the values are gathered together and analyzed, they will be found to arrange themselves into three general groups.

1. "The **Practical Values**, as, for example, the use of Latin in explaining English derivatives, in spelling, etc. In this group the facts of the Latin are used as tools in the mastery of other subjects, English, biology, etc. To learn how to make all possible applications of the Latin involves an examination of the ways in which Latin comes into contact with your daily life outside the Latin class, whether in the classroom of another subject or in your life outside the school. As in the case of any other tool, its value depends upon the facility with which one uses it, upon his accurate knowledge of the facts of the language.

2. "The **Disciplinary Values**, as, for example, the development of the power of careful observation, analysis, reasoning, etc. Two workmen may be equally skillful in the use of a tool, but one may be far superior in discovering new and better ways of using it, or in improving upon it. He possesses not only facility but a certain mental power that enables him to recognize and solve new problems. So not only shall we find ourselves able to use Latin as a tool, but it will develop in us, if

studied in the right way every day, a greater and greater power, which once ours we can employ in solving problems in other fields. We are concerned here not so much with the facts studied as with the methods by which they are studied.

3. "The **Cultural Values**, as, for example, the insight afforded into the civilization of ancient Rome, the development of a feeling for good English, etc. To use a figure from geometry, this value is the complement of the disciplinary. The disciplinary value is intended to sharpen your intellectual faculty; the cultural, to broaden your outlook, widen your horizon, make you able to understand sympathetically and appreciate sincerely things that are outside your daily experience or the narrow boundaries of your customary round of thinking.

"Remember that everything in your lesson is intended to assist you to realize one of these values.

"It must be borne constantly in mind that the values of Latin will not come to you automatically without any effort on your part. On the contrary, it would be entirely possible for a mentally lazy pupil to go through the motions of learning Latin without gaining therefrom any of the values that are found there. To get out of Latin what is waiting for you, you must make deliberate efforts every day to use your Latin, to apply outside your Latin class what you learn in it."